

ABC Day Nursery Ltd

Willow House, Lightmoor Village Centre, Stocking Park Road, Telford, Shropshire, TF4 3QZ

Inspection date

Previous inspection date

28/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The management and staff teams are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration.
- Leadership is inspirational, the owner and management team enthuse their commitment and devotion to improving the lives of children in their care. The pursuit of excellence in all of the setting's activities is demonstrated by an uncompromising, highly successful and well-documented drive to strongly improve achievement and provide sustained improvement over time.
- All aspects of the educational programmes effectively support and extend children of all ages. Staff in each base room are dedicated and experienced, striving continually to gain the most from all children. Their practice is inspirational and worthy of dissemination to other providers.
- Children's safety and security are a high priority and rigorous safeguarding policies and procedures are in place to ensure this.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play rooms and completed a joint observation with one of the nursery managers who is the Lead Practitioner.
- The inspector held discussions with individual staff members, the senior management team, the area manager and the owner of the setting.
- The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures, children's details and other relevant information.

Inspector

Julie Preston

Full Report

Information about the setting

ABC Day Nursery and Out of School Club registered in 2012 and is one of four nurseries owned by the provider in Telford and Wrekin. This setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a new purpose built building on two floors at Willow House in Lightmoor Village, Telford. There are three large play rooms on the lower floor for the under-fives and an out of school room on the upper level. The building is accessed via a level pathway to the entrance and there are two enclosed area available for outdoor play. There is also lift access for

disabled children and adults to the upper floor. The setting serves the local area and beyond.

The nursery employs nine members of childcare staff. All of which hold appropriate early years qualifications; two at level 6, one at level 5, five at level 3 and one at level 2. The nursery opens Monday to Friday all year round from 7.30am until 6pm, in addition providing before and after school care and care during school holidays for school aged children. There are currently 86 children attending the group who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority and they are members of the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop partnerships and extend links within the local community.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making rapid progress in all base rooms towards the early learning goals in relation to their starting points across all areas of learning. The dedicated and extremely knowledgeable staff team observe what children can do and assess these observations to effectively identify children's next steps in learning. This information is then used as the foundation for future planning, is implemented and ensures all activities are meaningful and of interest to children. Practitioners have a strong drive to ensure children are able to reach their full potential and are committed to supporting all children to make progress given their individual starting points and levels of ability. The owners, staff and management have very high expectations for children regarding their learning and potential for achievement. Staff support and challenge individual children effectively within all activities as they access the excellent range of suitable equipment to enable to develop new skills. For example, children enjoy the experience of using the tablet computer to record their fairy tale play that they devised and watching it back with their friends and staff in their base room. Staff also have a strong focus on developing children's early listening and communication skills. They provide regular opportunities for learning new songs, sharing stories, learning letter sounds and for children to freely access the wide variety of reading materials. Staff's in-depth interactions with children enable them to be highly motivated and actively engaged.

Children participate in an extensive range of learning opportunities inside, outdoors and within the local community. Opportunities to develop independence and decision making skills are routinely available with low-level, clearly labelled resources that are easy for the children to make personal selections about what they would like to play with and experience within each session. Children are animated and enthusiastic as they make choices about their activities, which are extremely well prepared and attractively set out. For example, within the toddler room children enjoyed looking at their facial characteristics in the mirrors with staff identifying the different features of their face. Adults help children to feel good about themselves by offering lots of positive support, praise and encouragement. Children are well behaved and use positive reinforcement to manage children's behaviour very effectively. Teaching and learning within the setting is outstanding, staff facilitate children's enjoyment within the process by offering an interesting, challenging and fun range of activities so that learning is threaded through continuously within the nursery routine.

Staff have an excellent understanding of the Early Years Foundation Stage and how children learn. They implement detailed systems for observation, assessment and planning for children's progress across all seven areas of learning to promote individual development. They use 'Progress Matters' as a tool to monitor and identify areas where individual children may not be achieving as well as they should or where children who excel in some aspects of their learning and development, require additional challenge. This detailed analysis of achievements results in very well-targeted planning and support system. This ensure all children make excellent progress in relation to their starting points. The owners, area manager and senior managers work well with other professionals to support each child and their family, where necessary. For example, the staff team are working with a local speech therapist to extend and support children's language and communication skills within the normal routine of the nursery. Parents are actively involved in their children's learning; they share information about what their children achieve at home and are encouraged to participate in stay and play sessions. Staff include information received from parents within children's learning journeys, invite parents to attend special events and share information at regular parents evenings to further expand the true partnership between the setting and the family that benefits each child immensely.

The contribution of the early years provision to the well-being of children

The nursery and out of school club provide a highly stimulating and interesting environment for children that incites learning and challenge for them inside, outdoors and within the local community. Children are extremely happy and well settled within the nursery. Staff take time during initial visits to get to know the children and their families exceptionally well, enabling them to meet their individual needs well. Children build close bonds with the staff, especially their individual key person because the staff teams and key people are consistent. All children are seen to be happy, secure and show immense enjoyment of their time within the nursery, and learn without realising it because they are having so much fun. For example, children develop skills in number and letter recognition

without realising its within snack time. They register themselves by finding their names and posting them in a box and are encouraged to recognise numbers and count the pieces of snack that they have within the pre-school room.

There is a highly effective key person system in place that supports children to develop their personal independence and form secure attachments with kind and considerate staff. For example, children are given time when they initially join the setting to develop relationships with the staff team, this enables staff to determine the best person to be the child's key person from bonds formed in these early stages. This enhances children's emotional well-being as children talk with ease to staff, open up to them and share experiences they have in their home life. Children exhibit high levels of self-confidence and self-esteem as they interact with others, for example, they eagerly respond to staff within circle times, sharing and taking turns with their friends within activities. Children show a strong sense of belonging in the setting as they move freely in this familiar environment.

There is a strong emphasis on the importance of healthy eating and lifestyles and staff develop children's knowledge and understanding well through discussion, activities and daily routines implemented. For example, children particularly enjoy cooking activities, regular opportunities to use the outdoor area and regular visits to the local school to use their hall for physical education sessions. A healthy and nutritious range of meals and snacks are provided for children that include a good selection of fresh fruit and vegetables. All children have access to secure outdoor play areas in all weathers, enjoy walks within the local community and enjoy a range of outdoor experiences covering all areas of learning. For example, children enjoyed plying their plastic bag kites in the outdoor area, watching intently as they blew around in the wind. Children's safety is of a high priority and staff enhance and develop children's developing understanding of how to stay safe in numerous ways. For example, children participate in regular fire evacuation drills and learn about road safety when walking in the local community.

Strong links with the local school have been established and children benefit from the detailed transition procedures to support their move to the school reception and ease transitions when they attend the out of school provision provided by the nursery. Staff have systems identified to share information, to ensure that children's individual needs are being met and to ease the transition processes from nursery/out of school to school setting. These exceptionally strong links that have been achieved enable older children to visit regularly with their siblings and take part in joint events. Children are also familiar with the school building and some of the staff within it that makes the transition to school as smooth as possible.

The effectiveness of the leadership and management of the early years provision

The extremely dedicated and enthusiastic staff team are passionate about their work, being led by a strong management team who are well supported by the owners. The managers and owners motivate and inspire the staff team, taking an active role within the setting by providing support, guidance, knowledge and training, playing an active role in enhancing and supporting each child and their family. The owner's detailed vision to

provide an inclusive environment, promoting a hands-on approach to children's learning and enabling children to take some responsibility for their own learning, is highly successful. The dedicated staff team exude their commitment to allow all children to develop at their own pace which is achieved through the implementation of precise tracking of children's progress across all seven areas of learning. Self-evaluation is rigorous and extremely well documented, truly reflecting the strengths and weaknesses of the setting. All staff are strongly focused on continually striving to improve and develop all aspects of the setting and provision provided within it. Consequently, plans for improvement are precise and meaningful.

The strong management team in place work closely together to share their vision with staff for improving practice ensuring that all children remain engaged, stimulated and are able to achieve their full potential. They have developed strong relationships with external agencies and parents to ensure that, should the need arise, any necessary interventions are sought to meet children's needs, therefore, allowing them to continue to close the achievement gap and support individual children. Links within the local community are being fostered. Relationships with the local elderly care home and the school are being forged and there is some further scope to extend links within the community.

Safeguarding and welfare requirements are fully met as the staff are made fully aware within induction process of these requirements. Ongoing training and information sharing support staff to maintain and develop knowledge of any changes or developments to ensure a detailed and current knowledge is maintained. Detailed performance management systems are implemented well with staff, such as, one-to-one meetings, annual appraisals and ongoing observations of staff, these help to ensure all staff are monitored to identify their strengths and any areas for potential development. The managers take responsibility for key roles within the setting, such as safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information when required to support individual children. The staff team and owners are highly motivated and enthusiastic, actively striving towards improving the setting for all children who attend. This clearly demonstrates the provision's exceptional capacity to improve and develop in the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY430394
Local authority	Telford & Wrekin
Inspection number	809001
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92

Number of children on roll	86
Name of provider	ABC Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07973478115

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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